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ABSTRACT

A pilot project in Eastern Lancaster County School District, Pennsylvania, will use portfolio assessment in a Chapter 1 program. Based on test data and the input of classroom teachers, Chapter 1 tutors and classroom teachers will collaborate to identify two or three goals for each individual student, who will be asked to commit to them and add one or more goals of their own. Sample reading and math goals include: (1) publishing a certain number of books or pieces of writing; (2) reading a certain number of books; (3) demonstrating increasing competency in journal writing; (4) improving reading attitude; (5) achieving a grade level rating on a district writing sample; (6) developing a storehouse of strategies for prewriting and revising; (7) writing the steps in a particular mathematical operation in the proper sequence so that they are readable by peers as well as the teacher; and (8) creating and presenting a story problem to the class. Examples of students' work will be kept in a portfolio with the intent of documenting student growth and reflecting academic achievements in reading, writing, and/or math, but also across the curriculum. (A memo to tutors concerning the use of portfolios and two letters to parents concerning portfolios are attached.) (RS)

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A PILOT PROJECT FOR PORTFOLIO ASSESSMENT IN A CHAPTER I PROGRAM

A Presentation By
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Las Vegas, Nevada

for the
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of the
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EASTERN LANCASTER COUNTY SCHOOL DISTRICT

CHAPTER I 1990-91

PORTFOLIO ASSESSMENT: A PILOT PROJECT

GOAL SETTING

Chapter 1 tutors will consult with the teachers of Chapter 1 students in the fall to discuss the students with whom they will be working. Based on the test data and the input of the classroom teachers, the tutors and teachers will collaborate to identify 2 or 3 goals for each individual student. The objectives may come from the attached list or may be drafted by the team. The objectives may be revised if they prove to be inappropriate or when the student meets them and is ready for new goals.

Following the tutor-teacher conference, the goals will be shared with the students by the teacher or tutor (teacher option) and the students will be asked to commit to them and to add one or more goals of their own. (see TACTICS manual)

THE PORTFOLIO

This first year, the Chapter 1 portfolio will be maintained for students in the Reading Plus pullout program. The portfolio will be a large manilla envelope housing pieces of student work, logs, test scores and extracurricular activity. It will be maintained by the student and the Chapter 1 tutor-aide/teacher and housed in the Chapter 1 room. (But should the district at any time develop a system for portfolio assessment, Chapter 1 would accommodate to that system and the student's Chapter 1 activity would be added to the classroom portfolio as appropriate.)

The student and the tutor will have access to the portfolio, but the classroom teacher and the student's parents will have access to the folder as well. Classroom teachers may recommend pieces to be added to the student portfolio, e.g. copy of an exceptional paper, photo of a fine project. Parents may also suggest additions, e.g. a special journal entry, a child-initiated art project.

The intent of the portfolio is to document student growth and reflect the best of her/his academic achievements in reading, writing, and/or math, but also across the curriculum. The contents of the portfolio should allow the student to self-evaluate his/her progress and allow the staff (Chapter I and classroom teachers) to evaluate the effectiveness of their instruction. Some, but not all, of the contents of the portfolio will reflect the goals set for and by the student for the year.

SAMPLE READING GOALS

1. (The student) will publish at least ___ books/pieces of writing per quarter/semester, recording the title, genre and publication date in the writing folder. (A copy of this data will be one piece of the student portfolio).

2. (The student) will read at least ____ books on an average per quarter/semester in and/or out of class, recording the title, author, genre and date of completion on the reading log (A copy of this data will be one piece of the portfolio).

3. (The student) will collaborate with a peer or peers to present a response to literature, a book they have heard or read. He/she will draft a "bulletin" about the presentation or a caption for a photo for the student portfolio.

4. (The student) will read aloud a story or an excerpt from a book to his/her peers, or to students in a younger classroom, fluently and with good expression, which will be recorded on cassette tape, captioned, and included in the portfolio.

5. (The student) will demonstrate increasing competency in his/her journal writing as evidenced by comparison of a fall and spring entry, with more thoughtful content as well as growing fluency. Copies of these entries and an analysis by the Chapter 1 tutor/teacher will be included in the portfolio.

6. (The student) will expand his/her reading interests as reflected by a variety of genre and authors reflected in the reading log in the student's portfolio; (a target number of genre and authors to be established by the tutor in consultation with the student.)

7. (The student) will comprehend grade level material she/he has read in (a given content reading or content area text) as reflected in a tape-recorded retelling and analyzed with an adaptation of the Mitchell Irwin "Retelling Profile", both included as pieces in the student portfolio.

8. (The student's) <u>attitude</u> toward reading will improve as evidenced by his/her responses to the McKenna-Kear Elementary Reading Attitude Survey (RT March 1990) administered, in September and again in April, and included in the portfolio.

9. (The student) will become a more strategic reader as evidenced by either or both of the following:

   her/his September and April responses to the Schmitt Metacognitive Strategy Index (March 1990)

   September and April tape-recorded think-aloud exercises

maintained in the student's portfolio.

10. (The student's) ability to write in the (narrative) mode will improve at least one point on the 6 point holistic scoring rating scale from September to April. Writing samples (or copies of) to reflect this growth will be maintained in the student's portfolio.

11. (The student) will achieve a grade level rating on the district's spring writing sample. A copy of that sample will be maintained in the student's portfolio.

12. (The student) will develop a storehouse of strategies for prewriting and revising and will recognize which work best for him/her under what circumstances as reflected by:

    metacognitive writing in response to prompts asking what strategies the writer employed and how she/he determined which to use

    teacher anecdotal notes reflecting observations of and conversations with the writer

    maintained in the student's portfolio.

13. (The student) will improve in at least __ of the seven areas addressed on the PROGRESS CHECKLIST FOR PROCESS WRITING (adapted from Nathan, et al 1989) from September to April. (The checklists will become a part of the student's portfolio until she/he is rated most positively in all of the seven areas.)

14. (The student) will complete an "I-Search" project, going through the process to the sharing of his/her data in a format of her/his choice. The student and/or the Chapter 1 tutor-aide/teacher will include documentation of the presentation in the student's portfolio.

READING AND MATH

(The student's) self-esteem will improve as evidenced by responses on a survey administered fall and spring, or a freewrite about his/her feelings, maintained in the student's portfolio.

MATH

1. (The student) will write the steps in the process of (a particular operation) in proper sequence and so that they are readable by peers as well as the teacher. (This piece of metacognitive writing will be maintained in the student's portfolio.)

2. (The student) will create and present a story problem to her/his peers in a format of his/her choice - oral, art, written, mime, skit, music. The presentation will be

documented in a caption for the portfolio written by the Chapter 1 tutor-aide/teacher.

3. (The student) will create a Circle Activity for her/his classroom, using number facts at a review level for his/her peers. The sequence of the facts will be recorded by the student in preparation for making the game cards and that listing will be maintained with a caption in the student's portfolio.

EASTERN LANCASTER COUNTY SCHOOL DISTRICT

MEMO TO: Elementary Learning Skills Specialists, Chapter I Tutors
FROM: Judy Gehman, Chapter I Instructional Director
RE: Grade 2-3 Student Portfolios
DATE: April 19, 1991

After yesterday's very valuable (at least for me) dialogue about the student portfolios, I have reflected on your input and revised my thinking *again*. (And not for the last time, I am sure.) I heard you say that the major areas of concern have been:

1. TIME
2. SELECTION - rights and responsibilities (*Who* can put *what* in the portfolio?)
3. LACK OF CLASSROOM CONTINUITY (The teachers need background.)
4. LACK OF PARENT EDUCATION (The parents do, too.)
5. SENSE OF DEFINITION (What will happen to this portfolio? What purpose will it serve?)

In terms of TIME: I think that, as we become comfortable with portfolio assessment, it will take its place as an integral part of the program rather than something additional we are doing. Ideally, assessment is on-going. It gives us and the students purpose and direction.

In terms of SELECTION: While we are still working on that response, I have come to believe we should not think in terms of student *ownership* of the portfolio. With some of the decisions we made, talking about student ownership would be fooling ourselves as well as the kids. What we can think in terms of is their *engagement*. We do want them involved in assessing their own work. We want to affort them **some** opportunity for selecting what goes into the portfolio **but,** they don't own it because they have no option about keeping it or not keeping it, they have no option about some of the pieces we will put in it, and they have no option to take some of those pieces out and take them home.

The portfolio should show the child in the best light possible in areas of his/her choice, but also in areas that other stakeholders (parents, administrators, teachers, Board members) want or need to assess. Samples of drafts, cassettes of oral reading, IRI scores and Running Records would be examples of things the child might not elect to have in the portfolio but that we would demand in order to document his/her growth over time.

Teachers and parents **do** need more education so that they understand the concept and the value of portfolio assessment. We are looking at ways to provide them that information. Ultimately, we hope, this kind of practice will be going on in all the classrooms and we, in Chapter 1, will be supporting the classroom efforts, rather than the reverse. Parent support will make the portfolio every so much more meaningful to the child. I hope the letters we have sent home and the children's explanations will begin to plant the seeds of understanding and cooperation.

As to ensuring what will happen with portfolio assessment in the future, we cannot. We will continue to work with the Chapter 1 portfolios for as long as these youngsters remain in Chapter 1 and then, if the classroom teachers have not begun to use them and do not with to carry through with them, we will send the portfolio home with the student and hope that he/she finds it helpful enough to maintain the practice. As I did indicate, the district Assessment Committee is very interested; they are presently investigating.

I owe you all a BIG thank-you for your patience and diligence in support of our efforts with the portfolio pilot. This kind of effort certainly has an impact on our Chapter 1 children and, down the road, may impact on *all* Elanco students.

EASTERN LANCASTER COUNTY SCHOOL DISTRICT

CHAPTER I

Dear Parent,

This is the portfolio I have been keeping all year. The things in it are things my tutor, teacher and I have chosen to show what I can do. Please go through it with me so that I can explain my work and why we chose to put it in the portfolio.

I am to return the portfolio to my tutor before May 2. She will give me a summer portfolio so that I can continue to collect things that I do that I am proud of through the summer. She will look forward to seeing what I have gathered when I take it to her in the fall.

Yours truly,

Folks, the purposes for the portfolio include:

1. involving the children in judging the quality of their work.
2. getting them to think and talk about criteria for good work.
3. motivating them to try to do ever better; to "outdo themselves".
4. building the children's self-esteem.
5. giving them the opportunity to share with you what they have learned and the growth they have made.
6. providing teachers a picture of achievement and growth over time; information they can use to make decisions about instruction.

Your child's tutor, _____

EASTERN LANCASTER COUNTY SCHOOL DISTRICT
CHAPTER 1 1990-91

NEEDS ASSESSMENT - PARENT SURVEY
GRADES 2-3

Dear

This year we have been piloting a new assessment project with our Chapter 1 second and third grade students. _____ and I have been keeping a portfolio of work that he/she is particulary proud of. When students are involved in setting goals for themselves, in evaluating their own work and in looking over samples of things they have produced over time, they are generally motivated to work harder toward those goals. Their self-esteem usually grows as they see evidence of progress.

We hope that you will support your child through the summer months by looking for opportunities to suggest that he/she add to the portfolio any things that show his/her best efforts. Just some ideas for additions:

pictures of special happenings that the child labels with a date and a sentence or two about what made it a special time (e.g. a fish he/she caught, a snapshot of a tent he/she slept out in - the possibilities are endless)

a summer journal in which the student writes anything - a sentence or two, a new word he/she has learned, a poem, a note about a new friend - thoughts rather than just a summary of things that have taken place

a reading log - a list of things he/she is reading, with or without comments about the material

a sketch or painting, dated, and perhaps with a note about why the child is proud of it, what was the hardest part of doing it, etc.

a note from you, commending him/her for some job well done

You and your child may have other ideas about items that could be added to make the portfolio a showcase for his/her best efforts.

We are suggesting to the children that they bring their portfolios back to school in the fall to share with their new teachers. We are inviting you to share your feelings about the project with us.

Beyond the portfolio project, do you have any reactions to or suggestions for the Chapter 1 support program in the future? We will be conducting a HOME-SCHOOL CONNECTION workshop the second week of May. At that time, as your child's tutor, I will be available to discuss his/her progress and give suggestions for summer follow-through. An invitation will be sent to you. There will also be a Chapter 1 Parent meeting the evening of May 14 , at 7:00 P.M. in the Board Room or the New Holland building, when the plans for 1991-92 will be the topic for discussion. We hope to see you at both but, if you cannot attend either of these meetings, will you jot down any questions or suggestions you have and send them to the Chapter 1 office (Box 609, 101 East Main Street, New Holland, 17557-0609), or call Judy Gehman at 354-4847.

_____, Chapter 1 Tutor April, 1991

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